

Fall 2015

Premier, Fall 2015

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University of Northern Iowa. College of Education., "Premier, Fall 2015" (2015). *Premier*. 4.
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Premier

UNIVERSITY OF NORTHERN IOWA COLLEGE OF EDUCATION

A NEW HOME FOR TEACHER EDUCATION



Educate



Serve



Lead

Premier is published annually by the University of Northern Iowa's College of Education for its alumni, friends, faculty and staff. Comments, suggestions and letters to the editor are welcome by contacting Victoria Robinson at victoria.robinson@uni.edu, 319-273-2717 or the mailing address listed below.

Premier

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MISSION OF THE COLLEGE

The University of Northern Iowa's College of Education will be noted nationally and internationally as the premier professional college of education. We value leadership and excellence in the preparation of educational and human service professionals, innovations in best professional practice, and strong collaborative relationships with the professionals and communities we serve.

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DEAR ALUMNI AND FRIENDS,

Thank you for taking time to read about the College of Education's contributions and highlights during the 2014-2015 academic year. We look forward to our continued commitment to developing professionals who educate, serve and lead in formal and informal settings. Half of the College of Education faculty and staff will act on this commitment from new offices and classrooms located in 10 buildings across campus. Our 45-year-old, six-story Schindler Education Center that houses much of teacher education will undergo an extensive renovation expected to take 18 months. We look forward to new spaces and furnishings that will reflect schools of the 21st Century. Our Health, Physical Education and Leisure Services faculty and staff can still be found in one location, the Wellness and Recreation Center.

The leadership of the College of Education has also changed. Dr. Victoria L. Robinson assumed the role of interim dean on July 1, 2015. She has served Iowa as an educator and leader for more than 40 years and is pleased to be part of the leadership team at her alma mater. Dr. Roger Kueter, former head of the Department of Teaching, and Dr. Windee Weiss, coordinator of Athletic Training, serve as half-time associate deans. Other leadership team members include: Dr. Doris Corbett, director of the School of Health, Physical Education and Leisure Services; Dr. Robert Boody, head of the Educational Psychology Department; Dr. Terri Lasswell, head of the Department of Teaching; Dr. Nick Pace, head of the Educational Leadership and Postsecondary Education Department; Dr. Bill Callahan, head of the Special Education Department; Dr. Jill Uhlenberg, head of the Curriculum and Instruction Department; and Dr. J.D. Cryer, director of Elementary Education. This is an outstanding team of dedicated and innovative educators who will collaboratively lead the College of Education to new heights.

We invite you to visit our beautiful UNI campus and, more importantly, stop in and see us or send us an email and give us an update on your successes. Our role is to connect people to people, people to ideas, people to skills and knowledge, people to opportunities and people to themselves. The more than 2,700 College of Education undergraduates and graduates selected the right place, the University of Northern Iowa.

Sincerely,

Your colleagues and friends at the
University of Northern Iowa

Dr. Victoria Robinson, Interim Dean
College of Education
University of Northern Iowa





MES PROGRAM

BECOMING POPULAR ROUTE TO PHYSICAL THERAPY CAREERS

By Robin Lund, *Division of Physical Education*

The Movement and Exercise Science (MES) degree is located in the Division of Physical Education. Most people characterize the MES major with students interested in careers associated with fitness. Examples include Strength and Conditioning, Personal Training or Cardiovascular Rehabilitation. More recently, students identifying themselves as “pre-professionals” have been flocking to the MES major. These are students who plan on applying to graduate programs in the medical field. This has been particularly true for students planning on applying to Physical Therapy School.

Last year, of the 48 students at UNI who applied to Physical Therapy school, 18 were identified as MES majors. According to Dr. Robin Lund, the Chair of the Division of Physical Education, this trend has been occurring for quite some time. “When I started at UNI 13 years ago, there were very few pre-professionals in our major. If I had to estimate, I would say that approximately 20 students submit physical therapy school applications each year.”

Lund cites the large number of courses specific to human movement as the reason for this increase. “We offer coursework in sports nutrition, exercise assessment and prescription, exercise physiology, functional anatomy and biomechanics. All of these classes are very attractive to physical therapy programs. In fact, since all applicants, regardless of major, are required to take biology, chemistry and physics, it’s possible that those courses give our students an edge.”

Faculty members in the MES major are taking advantage of the growing interest from these students. Plans are in place to develop

seminar courses designed to not only attract pre-professional students but also to increase their chances of being admitted to a program. Dr. Travis Ficklin, professor of biomechanics, provided an explanation. “Historically, we’ve only taught one biomechanics class that has been based on classic Newtonian physics. Now that there is a much larger contingent of students interested in pursuing careers in the medical field, we’ve decided to offer a seminar called Clinical Biomechanics.” This class was offered by Ficklin in the summer of 2015 for the first time. “Fortunately for us, there was very high demand and it filled immediately. We spent a considerable amount of time studying the mechanics of tissue injury and were able to perform labs related to gait analysis and joint kinematics. These are experiences that we were never able to offer with just the one class.”

Not only have more pre-professional students declared the MES as their major, but also more students are being successfully admitted to physical therapy programs. According to Michelle Holland, an academic advisor for the MES major, of the 18 students who applied last year, 14 were successfully admitted. “This is much higher than the national average. I really feel that our kids are getting an exceptional experience in the MES major at UNI.”

Ben Lindamen, a former MES major, had similar accolades. “The movement and exercise science major at UNI more than prepared me by developing the tools and critical thinking skills necessary to be successful within a doctorate of physical therapy program. The facilities, class sizes and knowledgeable professors in the program made my experience second to none.”



TEACHER QUALITY PARTNERSHIP GRANT WRAPS UP WORK

After nearly five years, the Iowa Teacher Quality Partnership (TQP) grant is drawing to a close. The grant began in 2010 seeking to increase the learning and achievement of Iowa PK-12 students through the continuous development of more highly effective teachers. Under the direction of Drs. Mary Herring and Nadene Davidson, co-primary investigators, the grant has engaged tirelessly with the UNI Teacher Education Program over the past few years, having had an impact in a number of areas.

One significant area where the grant has had considerable impact has been the capstone performance assessment completed during student teaching called the Educative Teacher Performance Assessment or edTPA. Building on UNI's long history of using performance assessments, the edTPA represents a 21st century approach to assessing the effectiveness of novice teachers prior to entering the profession. The TQP grant staff has played a pivotal role in supporting student teachers, faculty, and cooperating teachers with the nuances of edTPA as the teacher education program has piloted and explored the uses of this assessment. The grant also supported financially

the ShowEvidence technology platform, as well as the costs related to submitting candidate-completed edTPA portfolios to the edTPA National Scoring pool.

In conjunction with the edTPA, the TQP grant has been an active supporter in recent years of the development and piloting of performance assessments completed prior to student teaching, in preparation for the edTPA. These assessments are called Embedded Signature Assessments or ESAs. The ESAs that have been developed by UNI faculty are in response to the needs of candidates identified through the edTPA piloting process. Once ESAs are fully implemented throughout the teacher education program, faculty will be able to have a more comprehensive understanding of candidate knowledge and abilities as they progress through the program, as well as have additional data that can be used to make program improvements in the future.

Another area where the TQP grant has had significant impact has been on defining and supporting qualities of effective teaching. During the

first year of the grant, UNI teacher education faculty completed an exhaustive literature review seeking to determine what constitutes effective instruction. This resulted in a lens for teaching called Transformative Learning: Teacher & Student, which has been a guiding framework for many activities conducted through the TQP grant as well as external of the grant. These activities include: faculty development, classroom redesign, and the Schindler Education Center building renovation.

In examining the impact the TQP grant has had over the past five years, it's hard to ignore the direct impact on candidates through field experiences and student teaching. The TQP grant has placed over 600 teacher education candidates during various levels of field experience in TQP partner schools throughout the past five years, including student teaching. These unique clinical experiences have better prepared UNI candidates for teaching in small rural schools with high poverty and teacher turnover rates. Specifically, candidates leave these experiences with a better understanding of the needs of rural schools, such as being able to teach multiple subject areas or having the ability to work with teachers across all grade levels. As the TQP grant comes to a close, its legacy will continue on in the future activities and efforts of those faculty, students, and staff the grant has touched.





SCHINDLER EDUCATION CENTER

UNDERGOES RENOVATION

By **Amelia Holden-McMurray**, *College of Education*

Education was different in the mid-20th Century. Faculty stood at the front of the room, lecturing and writing on chalk boards. Students sat in neat rows, sometimes hundreds in a room, listening and taking copious notes. And UNI's Schindler Education Center was designed with this in mind.

Today, however, attitudes toward learning have changed. Professors are no longer the "sage on the stage," but now serve more as the "guide on the side." Education is now more about helping students find and discern quality information, and make their own connections than about imparting knowledge to be absorbed. So UNI is changing Schindler to meet these changing needs.

This summer, UNI has begun work on a complete renovation of the physical home of the Teacher Education Program. The renovation project

will bring more light and openness to the building, update spaces to meet current and future needs and make the facility more modern in terms of flexibility and functionality. The large lecture halls will be repurposed into technology-rich, project-based, collaborative learning spaces. The wedge-shaped classrooms will give way to "right-sized" classrooms and seminar spaces. "We are redesigning this 50-year-old facility for the way we teach and learn today - with some flexibility for the future," explained Rick Knivsland, field experience coordinator in the Department of Teaching and chair of the Schindler Renovation Committee. "We're really trying to be student-centered about this."

While bringing the learning spaces of the building up to 21st Century standards is the main purpose of the renovation, it will not be the only outcome. Offices and Departments will be programmed into "affinity

groups.” For example, the offices students need to access regularly – Advising, Teacher Education, Department of Teaching, and the Dean’s Suite – will be located in one area that can be easily located.

Much of the renovation is about bringing people together, opening up the flow of the building and connecting people. Under the old design, there wasn’t much chance for people to connect on a daily basis. Because of the layout of the building, faculty often came into the building on the first floor from the parking lot while students entered from campus on the second floor. They often only connected during class time or when one sought out a meeting.

Under the new design, a new open and light-filled West Entrance area will welcome off-campus visitors, clear signage and stairs will lead to a common space where all groups will enter the building and flow through to their eventual destinations. This will encourage more frequent and spontaneous interactions. This area will also be designed as a place for individuals and groups to gather to study, relax and talk.

“We want to be welcoming people in and creating spaces for collaboration and study,” Knivslund explained. “A lot of our Elementary majors spend their lives here. We want to make it a pleasant place to spend the day.”

The designers are also working to make the building environmentally responsible, aiming for a gold LEED certification. The certifications for Leadership in Energy and Environmental Design are given by the U.S. Green Building Council. In Iowa, campus buildings generally aim to be silver certified, but there is hope the Schindler project will surpass that standard.

And, as with any 21st Century building, technology is vital. There have been updates to the technology found in Schindler in recent years, and much of that will be saved and moved back into the newly renovated building. Updates will also be made to the infrastructure of the building to accommodate current and future technology needs much more than what the designers in the 1960s could have predicted today’s students would need.

The goal of the renovation is to provide an open, welcoming space that reflects the needs of students while providing spaces that help prepare tomorrow’s teachers for what they will encounter once they enter the workforce. Schindler will be the outstanding facility needed to house Iowa’s premier teacher education program.





similarities between the cohorts he teaches in Iowa as well as those in this international group. "I never would have expected that many of the international schools have turnover similar to small, rural schools. Teachers bouncing to another job after a couple of years present some real challenges for leaders intent on developing and maintaining a positive, productive culture. Knowing that common thread from Egypt to rural Iowa has been eye opening for me and for my students." This new understanding not only allows Pace to better relate to the needs of international teachers, but also informs his work with aspiring Iowa school leaders.

Another unexpected reward that has emerged is a growing number of participants in the International MAE program who have chosen to continue their UNI education to gain an Iowa licensure in the PK-12 Principalship. Having those students embedded with the Iowa-based future leaders has greatly impacted the conversations that take place for everyone included.

Some of the challenges in creating this program include managing synchronous class sessions with timezones on nearly every continent, the myriad of international holidays that are observed among the participants, not to mention that fact that some countries have a work-week of Sunday through Thursday. We have learned that flexibility is a necessity in this program and travel is sacred for international teachers. Many of the participants are living daily in environments that are trying, chaotic, and while exhilarating on many levels, are unmistakably not their homeland- leaving them in need of reprieve. While it may be hard to explain to professors that they need to account for this in their syllabus, we have learned that limiting the opportunity for international teachers to travel is often a non-negotiable and travel will win out if they have to choose. That being said, the quality of work these students produce has been astounding, in spite of what could mistakenly appear to be misaligned priorities, and ultimately it is their international experiences that bring such a unique dynamic to the program.

The first two cohorts have now graduated. Excitement was high at the graduation ceremony held at the American School of Bombay in India as Tim Gilson and Leigh Martin told personal stories of each participant's contributions and announced the graduates from the first graduating cohort of the UNI MAE for International Educators. This was also the first (and likely the only) UNI graduation to conclude with a Bollywood style flash mob and dance. Every day is a new adventure in this program and we continue to cherish the challenges and joys as they come our way. We anticipate the start of a globally based cohort each year, and potentially a site-based cohort in Dubai in the near future. If the first two years are any indication, there is great potential for the impact this program has on a world of international educators, as well as back home on the UNI campus and beyond.



UNI 2014 Global Cohort participants, from left, Jane Clark, Kent Reschke, Adam Duchac, Leigh Martin, Kathryn Drake and Natasha Riedel climbed Uisangbong Peak in South Korea sporting their UNI buffs.



Students and faculty gather at the graduation ceremony for the MAE at the American School of Bombay. Participants included, front from left, Radha Shivkumar, Nimisha Joshi, Erica Barclay, Payal Sinha, Andrew Marama, Evelyn Marolf, Hemali Mehta, and Leigh Martin; and in back, Sharon Brown-Peters, Tim Gilson, Nikhil Dandekar, Tobias Aickin, Paul Kasky, Glenda Forgie and Savio D'Mello.



Erica Barclay, Nimisha Joshi, Andrew Marama, Payal Sinha, Hemali Mehta, Evelyn Marolf and Glenda Forgie participate in an unexpected Bollywood flashmob dance at the end of the graduation ceremony at the American School of Bombay.



EDUCATION MAJOR **APPOINTED TO BOR**

Rachael Johnson, UNI freshman elementary and middle school education major, has been chosen by Gov. Terry Branstad to serve on the Board of Regents (BOR), State of Iowa. The nine-member Board must include one appointee who is a full-time student at one of Iowa's Regent universities at the time of his or her appointment. Johnson will begin her six-year term May 1, subject to Iowa Senate confirmation.

This Sioux City native will be the voice of all students who attend Iowa's Regents institutions: UNI, Iowa State, Iowa, the Iowa School for the Deaf and the Iowa School for the Blind. Just like her eight counterparts, Johnson will attend BOR meetings, serve on committees and vote.

"I am very excited to represent over 70,000 students in Iowa," said Johnson. "I want to accurately represent the voice of students, and I need to determine what, overall, is best for all institutions."

Johnson was nominated by UNI's former and current student body vice presidents Blake Findley and Paul Anderson, and UNI's current student body president Kevin Gartman. She met the trio while serving as the College of Education senator on the Northern Iowa Student Government.

"It is an honor to be nominated by Blake, Paul and Kevin and that they could see the leadership potential and skills in me, because I haven't even known them for a year," said Johnson. "They have been outstanding in helping me get to this point. These are people to credit with my being on the Board too."

Johnson is a proud Panther, yet she must remain impartial and consider what is best for students at Iowa's five Regents institutions. "I want students to feel as though they can approach me, and I'll take what they say to the Board," she said.

To get up to speed on the other Regents institutions, Johnson will tour each campus, meet with student government leaders and keep in contact with them throughout each semester.

"I want to make a difference not only at UNI, but across the entire state. Being a Regent is the perfect opportunity for me to do that."

Learn more about Johnson's appointment at <http://uni.edu/newsroom/branstad-appoints-uni-student-to-board-of-regents>.

FACULTY MEMBER AND STUDENT PAIR TO TEACH FORGIVENESS

By Dr. Suzanne Freedman

Associate Professor, Educational Psychology and Foundations

Have you ever worked with a student who was so impressive that you had to remind yourself that he/she was a student and not a colleague? I recently had the experience of working with such a student.

Hillary Hilbert was an undergraduate honors student in my Development of the Middle School Child class in the spring of 2013. As my student, she heard me talk about my research on the psychology of interpersonal forgiveness as well as my work on forgiveness education with adolescents and upper level elementary school students. When it came time for Hillary to decide on an Honors thesis project this past Fall, Hillary met with me to discuss the possibility of doing something on forgiveness education. I welcomed the opportunity as I really enjoy working with students on research, especially research related to forgiveness.

Hillary and I brainstormed various ideas for her thesis and Hillary eventually decided that she was interested in educating early adolescents about the psychology of interpersonal forgiveness to see what kind of impact it can have on their life and whether forgiveness education can lead to increased knowledge and understanding of what forgiveness is and is not, how to forgive and the benefits of forgiving.

We discussed possible subjects for the study and since Hillary had recently tutored students at UNI's Center for Urban Education, we thought that students currently in the UNI-CUE tutoring program would be a good population to educate about forgiveness. We discuss forgiveness in the context of deep, personal and unfair hurt and, according to UNI-CUE Assistant Director Nancy Scoggins-Rose, many of the students attending UNI-CUE have experienced deep and unfair hurts and would benefit from a forgiveness education program. As a middle school major, Hillary wanted to work with early adolescents and Scoggins-Rose helped us recruit participants for the study.

Our ideal design was a pre-test-post-test experimental and wait-list control group design. However, because of Hillary's time constraints

and the fact that only 11 students volunteered to participate, we decided to use a quasi-experimental pre-test/post-test design. The forgiveness education took place at UNI-CUE for four weeks with a week of pre-testing prior to the education and a week of post-testing immediately following the forgiveness education. Each forgiveness education session lasted 60 minutes and included pizza and juice for the participants during the first 15 minutes of the session. I delivered the forgiveness education based on Enright and colleagues' (1991) 20-unit process model of interpersonal forgiveness.

We used lecture, small and large group discussion as well as children's books that discuss foundational themes of forgiveness to teach these early adolescents. Specifically, this exploratory study sought to examine the impact forgiveness education had on students' understanding of forgiveness, including their personal definition, students' forgiveness towards a person who has hurt them, and students' level of anger. Measures included a Conceptual Forgiveness Questionnaire, the Enright Forgiveness Inventory for Children, the Beck Anger Inventory for Youth and a written pre and post-test interview.

Results illustrated that this 4-week forgiveness educational intervention was effective in increasing students' knowledge and understanding of forgiveness as well as students' willingness to use forgiveness in future situations of interpersonal hurt as illustrated by a statistically significant difference between pre-test and post-test scores on the Conceptual Forgiveness Questionnaire and a qualitative analysis of the written interviews. In analyzing the written interviews, it is clear that the forgiveness education changed several students' views on forgiveness for the better.

The pre-test responses to the question, "When you think of the word "forgiveness," what comes to mind?" included: people fighting, making peace, forgiving people, and nice. Post-test responses to the question, "How has your definition of forgiveness changed as a result

of the forgiveness education?" included the following: saying sorry isn't always forgiving; it has taught me how to not go for revenge after they have hurt me; to recognize what they did and accept it; and admitting that the person who hurt me is not 100% awful.

In addition, on the written post-test in response to the question, "Do you think that you will use forgiveness in the future as a result of learning about it?" all 11 participants responded that they would use forgiveness in the future as a result of learning about it. Also, in response to the question on the post-test, "How do you think that forgiveness can help you or your friends?" students' responses included: it makes peace, it helps control anger, you do not have to carry it with you all the time, makes relationships less tense, and it helps to build a better connection and relationship. Another student also learned that you do not have to receive an apology to forgive as illustrated in the following statement, "The forgiveness education showed me that you can forgive even if the ones who hurt you don't say sorry to better yourself."

The main goal of this study was to increase students' knowledge of forgiveness through forgiveness education sessions. Although this study had several limitations, specifically the short duration of the study and the small sample size, the forgiveness education proved to be beneficial for students. Students' understanding of what forgiveness is and is not improved as a result of this study, as shown by the statistically significant difference between the average pre-test and post-test scores on the Conceptual Forgiveness Questionnaire and the above qualitative statements. This study, conducted by Hillary Hilbert, an undergraduate dual education major (Elementary and Middle Level), is one of many that may help forgiveness education become part of the school curriculum and is a starting point for researchers interested in the benefits and impact of forgiveness education with early adolescents. If students learn about forgiveness, the possibility of positive consequences for their peers, family, community, school, and themselves would loom large.

ALUMNI RETURN TO SHARE WISDOM

Four distinguished alumni of the programs of UNI's College of Education returned to campus to share their experiences with students and faculty. They shared their professional paths and successes by visiting classes and speaking with students, faculty and administrators and discussing how their work exemplifies our mission to Educate, Serve and Lead.



Dr. Cindra Kamphoff '98

Dr. Cindra Kamphoff is the Director of The Center of Sport and Performance Psychology and Associate Professor at Minnesota State University, Mankato. She coordinates the master's program in sport and performance psychology at MSU.



Brenda Maro '97

Brenda Maro is the Assistant Principal at Washington Middle School in Dubuque, Iowa. In 2012-13, Brenda was selected as the Iowa Assistant Principal of the Year for the state of Iowa.



Dr. Brian Poncy '98, '02

Dr. Brian Poncy is an associate professor of school psychology at Oklahoma State University. His research focuses on academic interventions and behavioral principles of learning, specifically in mathematics.



Stan Norenberg '57

Stan Norenberg is a retired high school principal. Stan spent 35 years as at Adel-De Soto-Min-burn Schools, including 25 as principal.

HPELS PROGRAM HELPS PREPARE TUTTLE FOR FUTURE

Seth Tuttle, a 2015 graduate from the Sport Psychology program, feels well prepared for his future.

"Everything I've learned in all those classes has prepared me for what lies ahead," said Tuttle, a standout on the UNI men's basketball team that went to the NCAA tournament this past spring. Tuttle, who plans to coach eventually, said he was able to combine his love of the sport and his plans for the future while pursuing a degree in the School of Health, Physical Education and Leisure Services.

"It's helped, obviously," Tuttle continued. He took classes in body movement, psychology and more, all while playing basketball and graduating in four years. He even completed an internship in the UNI Athletics offices. "It's what I want to do," he said about the work he did during the internship.

Tuttle graduated in May, and immediately headed off for training and preparation for the NBA draft held in July. Eventually, once he's done playing, he plans to get into coaching at the college level. He feels UNI's academic program helped get him ready.

"I appreciate the teachers and instructors I got to work with," Tuttle said. "They really take the time to ensure we know what we are doing."



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WHAT LIES AHEAD.”



STUDENT TEACHERS LEARN ABOUT POVERTY, & CHALLENGES FACING AREA FAMILIES

Part of being a teacher is understanding the needs of students. Sometimes this means being aware of socioeconomic challenges that affect the school's neighborhood, which directly affect students' families. Other times this includes being knowledgeable about the resources that are available to support students' co-curricular experiences. These are all things that UNI's College of Education teacher preparation program understands and is doing to help better prepare future teachers.

On the morning of Jan, 9, just days before starting their student teaching in the Waterloo schools, 26 first-semester field experience students met at the First Lutheran Church in Waterloo for a day of service. Many did not know what to expect other than they would be volunteering at a number of places. However, the things they learned that day were much more valuable than they ever expected.

Jesse Tink, Prairie Lakes Church's Waterloo campus pastor, began the day by informing students about Waterloo's history and how several African Americans settled in Iowa from the South. He discussed the challenges, struggles and hardships they endured in an effort to survive through economic hardship, such as living in train box cars. He continued by informing the students about poverty statistics in America.

One student stated "it was nice to get a glimpse into students' lives outside of school. Often times teachers only see students for the school day hours. I can be more understanding of their needs and the backgrounds." Students were taking away knowledge that was intended by the coordinators.

"We wanted to develop a program that would expose our students to many of the realities that their students may face in the schools, living in low- socioeconomic neighborhoods," said Mary Beth Rygh, UNI

"WE WANTED TO DEVELOP A PROGRAM THAT WOULD EXPOSE OUR STUDENTS TO MANY OF THE REALITIES THAT THEIR STUDENTS MAY FACE IN THE SCHOOLS, LIVING IN LOW- SOCIOECONOMIC NEIGHBORHOODS"

student teaching coordinator. "This is one of the reasons I reached out to Pastor Jesse and Stephanie at the Prairie Lakes Church because I knew they had a program that was very similar to what we wanted our students to experience."

The Day of Service Coordinators had field placement students volunteer at two community resource centers after the morning presentations. Students traveled to the Northeast Iowa Food Bank in Waterloo where they learned about the daily operations, services and programs offered to the Cedar Valley community. The UNI students also learned about the economic hardships that many of the area students face. While there, students got their hands a little dirty and helped prepare bags for the backpack program. This program provides students with breakfast, snack and a light lunch that can easily fit into their book bags to take home when needed.

UNI students ended their day working with youth at the Boys and Girls Club of Cedar Valley. This gave them an opportunity to work with the youth firsthand, building relationships with them outside of the classroom. One student felt that the day "had really opened [her] eyes to the services and resources that the community had available to support students."

Rygh hopes to continue the Day of Service for students in the future.





..... THE Story Writers

This Spring, honors student Sarah Marston and Literacy Education Assistant Professor Sarah Vander Zanden co-designed a digital story writing project with middle school refugee students from Myanmar. Volunteer Britney Bockstahler, the Blessed Maria Assunta Pallotta school staff, principal Julie Niemeyer at Sacred Heart School, and UNI Intercollegiate Academics Research and Creative Activity funding supported the work. Forty community members, students,

and UNI faculty attended the culminating showcase to celebrate the students' stories.

The project's goals included offering an enrichment setting for students who might not have access to afterschool programs, sharing student work from a perspective of expertise, and fostering deeper awareness of diverse populations in the Cedar Valley. The six female dual language learners speak multiple languages and chose to create

original stories in English and Karenni to share with the local community and family members afar. Students used multimodal components; integrating original drawings, found images, music, text, and film to tell their stories.

Marston and Vander Zanden met weekly with the students. Activities included reading and responding to books, examining models of digital stories,

“ Don't forget your language. If you forget your language, you forget your culture, and if you forget your culture, you forget who you are. ”



Students, front from left, Elizabeth, Juliana and Benedetta; and in back, Britney Bockstahler, Nae Meh, SoU, MawWu and Sarah Martson pose for a group photo during the final celebration of the program.

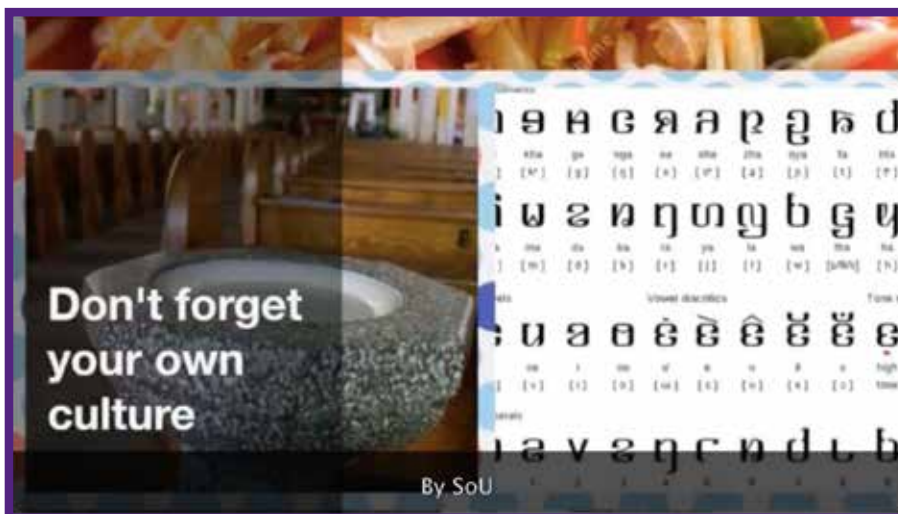
interviews, writing, and lots and lots of dialogue. The students attend a 1:1 technology school and entered the project with proficient skills in using their iPad to take images and create short films using iMovie. They taught the research team about their interests and culture, and the researchers taught about English grammar, elements of story and the importance of tapping into the knowledge we all bring to educational settings. Students worked diligently to translate their English stories into Karenni with a high school student more fluent in both English and Karenni,

to ensure the stories were communicated effectively.

Story topics include playing Chinese jump rope, the confusion and worry involved in moving to a new place, the role of faith in their lives, and how to maintain culture. During the final interview, one student responded to discussion about the research project by stating, “Before, I thought research was just using Google and did not have anything to do with my life.” Now, after talking with her family to research her story about a harvest celebration, she understands that research can be much

more meaningful. Students expressed a greater confidence in their ability to generate stories, to use iMovie or other digital tools to communicate, and story elements. They stated that the best part of the project was helping each other, reading together, and hearing each other's stories.

To support a better understanding of dual language learners' strengths and share insights with prospective or current educators, the stories are housed along with educational resources on a website (<https://sites.google.com/a/uni.edu/the-storywriters/>) and copies of the stories will be included in the Literacy Education Special Collections. The site has already been a useful tool for a local school staff meeting and plans to add to the story library are in preparation. Digital storytelling is a means of integrating new language development alongside cultural and linguistic knowledge using 21st century learning goals. This is a far cry from so called “drill and kill” intervention frequently offered as support for new language speakers. One student wrapped up her story with this sage advice, “Don't forget your language. If you forget your language, you forget your culture, and if you forget your culture, you forget who you are.” The Story Writers Project will help us remember.



A still image from a student's project

PLEASE JOIN
THE **COLLEGE OF
EDUCATION** FOR
TWO EXCITING
EVENTS THIS FALL

2015 HOMECOMING COE BRUNCH

SATURDAY, OCT. 17

9-10:30 A.M.

Thompson Commons (first floor),
Bartlett Hall

Visit with fellow alumni, students, faculty, staff and TC and TK while enjoying refreshments before the parade.

2015 FAMILY WEEKEND COE OPEN HOUSE

SATURDAY, NOV. 7

10:30-NOON

Education programs will be in Rod Library

School of Health, Physical Education and Leisure Services programs will be in the North Gym, Wellness Recreation Center. Visit with faculty and staff while learning about all the College of Education has to offer.



Thank you to the following donors who made cash contributions to the college between July 1, 2013, and June 30, 2014. The names noted in gold indicate Dean's Inner Circle members, who gave \$1,000 or more to the Dean's Fund For Excellence.

\$50,000++

Richard O. Jacobson
John Deere Waterloo Operations
Mapes Charitable Trust
R.J. McElroy Trust
Sue Stedman
Donna Thompson
Bob Stephens

\$10,000 - \$49,999

Elinor Crawford
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Susan Hudson
Edna Johnston
Sahal Family Foundation
Joanne & Robert Tefft
Matthew Thompson
Charles L. Tubbs, Sr.
The Wellmark Foundation

\$5,000 - \$9,999

Community Foundation of Northeast Iowa
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Joan E. Duea
Hills Bank
Betty Hyde
Ruth Ann Meyer
Mudd Advertising
Charles Nichols
W. Thomas & Carline Phillips
Victoria Roller
Ruffalo Noel Levitz
Volunteer Center of Cedar Valley

\$1,000 - \$4,999

Columbus Foundation
Sharon & Ric DuBois
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FIRST
Robert & Charlene George
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Doris Cassen Goering & Don Goering
Ramona & John Hall
Jay & Michaela Hoag
Steven & Glenda Howard
Iowa Women's Foundation
Marilyn Sill
Patricia C. Joyce
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Ardeth Kocurek
John & Laurie Larsen
Enfred Linder
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Michael & Jacqueline Mrosko
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Beverly & William Riess
Audrey Schoeman
Craig & Natalie Schumacher
Ruth Seibert
Dennis & Kathy Shaver
Thomas & Michele Simpson
Bud & Joyce Smith
Dick & Linda Smith
Dr. Lois Thies-Sprinthall & Norman Sprinthall
Marietta Thompson
Bill & Kay Thrall
Lois von Berg
Wanda P. Wehner Estate

\$500 - \$999

Lois Barnes
Joy Briggs
Katherine & William Calhoun, Jr.
Don & Kathy Cantonwine
Delta Kappa Gamma Tau Chapter
Larry Dix & Maleia Thompson-Dix
Mark & Andrea Elliott
Patricia L. Geadelmann
Neil & Jacquelyn Hattiestad
Robert & Martha Hopkins
Randy Ingram & Kathy Tanner Ingram
Paul & Dixie Kellerhals
Dorothy Kelso
Shiela D. Kielly
Kathryn J. Korns
Jeffery Larson
Lawrence McGrath
Suzanne & Duncan Mellichamp
Dr. Lynn Ethan Nielsen
Mary Ann & Richard Rosonke
Patricia & Jeff Seinwill
Arlo & Susan Sime
Judy E. Spain
Doris C. Steffy
Shirley A. Strunck
Margaret Frances Swanberg
Thompson Hine LLP
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Judy & Richard Yerian
Bernard & Janae Zalaznik

\$250 - \$499

Larry & Margaret Bean
Beverly A. Belson
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John Colloton
Patricia Frakes Dawson
Jennifer Delfs
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Daniel Adler & Roberta Olson Adler
Judy Evans
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John & Dina Linge
James Lott, Jr.
Thomas McKee
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Vicki L. Miller
Kevin Milroy & Mary Gaffney Milroy
Network for Good
William & Gail Orcutt
Premier Pest Services
Bob Purk
Veda Rasmussen
M. Ann Rinker
Christopher & Mary Beth Rygh
Deborah Sedlacek
John J. Sonka
George & Sandra Soper
Diane & Robert Turnbull
Peggy & Cort Van Buskirk
David Weinberg

INVEST IN A BETTER FUTURE

Thanks for your generous gifts to support students, programs and faculty within the College of Education this past year. Your support makes the difference and provides the margin of excellence not covered by the annual operating budget.

It's an exciting year ahead as the renovation of the Schindler Education building begins. Built in 1972, the Schindler Education Center is the primary education facility on the UNI campus. It supports approximately 2,800 undergraduate and graduate education students and is integral to the University's teacher education program, the largest in the state.

Significant shifts in the training of educators and the way they will teach in the classroom are occurring across the nation. In order for UNI to continue to lead the way in preparing the leaders and educators of Iowa's schools, we must be proactive in anticipating what tomorrow's classroom will be. We must integrate technology and flexible spaces to allow students to prepare for their future roles.

The State of Iowa has allocated \$30.9 million for the renovation of Schindler. Also, we are very fortunate for the gifts from the Gerdin family, the R.J. McElroy Trust and the Roy J. Carver Foundation have made to this project.

The renovation of Schindler Education Center offers a unique opportunity to make an investment that will affect teaching and learning for generations to come. Support is still needed. Please consider a gift today! For more information, please contact me at 1-800-782-9522 or by email, andrea.elliott@uni.edu.



Andrea Elliott

Andrea Elliott '92
*Senior Director of Development
College of Education*

CLASS NOTES

1930s

L'37 Mary Williams, 2 yr Cert., BA '40, Waterloo, IA, was named one of The Courier's 8 over 80 for 2014.

1940s

'42 Kae (Luwe) Colville, 2 yr Cert., Mason City, IA, at age 91 she remains an avid UNI sports fan! Kae served on the Alumni Association board from 1989-1992 and still resides in the home built by her husband Willis Colville, BA'46, who died in 2000.

1950s

'50 Glenn Tucker, 2 yr Cert., BA '52, Lake Park, GA, is still active 64 years after graduating from ISTC. He has published four books since retiring and recently finished a fifth.

'52 Judith (Marshall) Finkelstein, 2 yr Cert., MA '68, Cedar Falls, IA, was named one of The Courier's 8 over 80 for 2014.

'56 Phyllis (Chantland) Skinner, BA, Goldfield, IA, turned 80 in Feb. 2014, is doing well and going for 100!

'56 Lee Thomson, BA, MA '59, Cedar Falls, IA, The past year has been a pleasant one for me. Health problems were minimal and lots of energy has enabled me to enjoy the retirement years in Cedar Falls. I swim every day at the Athletic Club in Waterloo and attend many of the athletic events at UNI. Playing trombone in the New Horizons Band (Cedar Rapids), El Kahir Shiner's Band (Cedar Rapids) and the Iowa Military Veterans Band (Des Moines) provides much pleasure. Seeing many of the wonderful people every day that I knew at UNI is also enjoyable!

'56 Lee Thomson, BA, MA '59, Cedar Falls, IA, still lives close to UNI and enjoys all the wonderful things happening at our great university. He also plays trombone in three bands. Retirement is great!

'57 Ruth (Daman) Seibert, BA, Fresno, CA, traveled to New England for spectacular fall colors in Oct. 2014.

'57 Jerry Thordsen, BA, Waterloo, IA, is retired clergy but still provides pulpits for vacationing pastors, volunteers in a Waterloo elementary school and does some writing.

'57 Carol (Rowedder) Waters, 2 yr Cert., BA '60, Naples, FL, is enjoying retirement in northern Minnesota and Naples, FL. Loving "both worlds!"

'59 Paul Kellerhals, BA, MA '65, New Braunfels, TX, was inducted into UNI's Health, Physical Education and Leisure Services Hall of Excellence on 11/1/2014.

1960s

L'61 Neil Hattlestad, BA, MA '65, Conway, AR, retired in 2014 after serving 30 years as dean of the College of Health and Behavioral Sciences at the University of Central Arkansas. He was recognized with the title of Distinguished Dean Emeritus at the winter commencement ceremony.

'63 Bill Jacobson, BA, Cedar Rapids, IA, enjoys retirement, has four grandsons, and remains active in Scottish Rite, Masons, and Rotary.

'66 Gene Driscoll, BA, MA '74, Washington, IA, is retired and resides with his wife Judy in Washington, IA.

L'66 Ronald Steveson, BA, Phoenix, AZ, along with his wife, Sonnee Steveson BA '69, has retired to Phoenix to be near their two children and grandchildren.

'67 Karen (Madson) Billings, BA, Sonoma, CA, was selected as the 2015 Education Technology Thought Leader of the Year by the Texas Computer Education Association. She will be recognized at their annual conference for her more than 40 years of experience in the industry.

'69 Helen (Heller) Comeau, BA, Sterling, MA, retired in June 2014 after 45 years of teaching.

'69 Steve Rutz, BA, MA '75, East Dubuque, IL, was elected to his 3rd term on the Jo Davies County Board, serving as finance chairman. Also a track official, he enjoys serving as starter for collegiate (including UNI) and high school track meets.

1970s

L'70 Pat Geadelmann, BA, Cedar Falls, IA, received the 2014 Engaged Campus Award for leadership at the annual meeting of Iowa Campus Compact on 6/6/14.

'71 Charles Bissinger, BA, Phoenix, AZ, has maintained an active musical life since graduation. He recently appeared as soloist at March Chapel, Boston University, and has performed in several local theatre and choral productions. He is retired and living in Phoenix, AZ, and sends warm wishes to his fellow UNI Concert Choir members from 1966-1970.

'71 Margaret (Prince) Brinton, BA, San Diego, CA, published her sixth educational product in Jan. 2015, which includes vocabulary flash cards for grades 2-3.

'71 William Martin, MA, Marshalltown, IA, retired as dean of the Iowa Valley Community College District and currently serves as an at large member of the Marshalltown City Council.

'74 Xuchitl (Nodarse) Coso, BA, MA '80, Lakeland, FL, was named executive director of PACE Center for Girls, Inc., which works to improve the lives of girls through education, counseling and life skills training.

'74 Mari (Reiher) Cramer, BA, Hampton, IA, retired from North Butler Community School District in June 2014 after 40 years of service. She plans to substitute, travel, read and enjoy time with her husband and grandchildren.

'74 Mary (Heffner) Oelmann, BA, MA '91, Greene, IA, enjoys traveling and spending time with her grandchildren.

L'74 Kathy (Steinbach) Shelton, BA, Cedar Rapids, IA, retired from CRCSD in June 2014.

'74 Jann (Rudd) Weitzel, BA, MA '89, Saint Charles, MO, was named president of Cottey College effective 6/15/2015.

'75 Sheryl (Gibbons) Feinstein, BA, Sioux Falls, SD, was named dean of the College of Education at the University of Nebraska Kearney. She will begin the appointment in May 2015.

L'76 Randy Krejci, BA, MA '83, Cedar Rapids, IA, received the Administrator of the Year award from the Iowa High School Athletic Directors Association. He is currently the commissioner of the Mississippi Valley Conference high school athletic league in eastern Iowa.

L'76 Deborah Turnball, BA, MA '83, Waverly, IA, retired in May after 37 years of teaching. She spent the last 33 years as a 6th grade PE teacher and K-6 school counselor at Nashua Plainfield Schools.

'77 Ron Anderson, BA, Ankeny, IA, retired from teaching in May 2014 after teaching for 35 years. The last 34 years were with Carlisle Community Schools teaching 8th grade math.

'78 Martha (Brown) Rowedder, MA, Mill Hall, PA, retired from Keystone Central School District after 16 years as principal at Central Mountain Middle School. She is still teaching at Lock Haven University.

'78 Diane (Lanaghan) Turnbull, BA, Edmonds, WA, retired from the Everett School District in June 2014 after 36 years of teaching.

'79 Frances (Bradley) Robinson, MA, Olathe, KS, is past president and 23 year member of Kansas City's Pierian Club, an African American literary society. Her grandmother was a charter member of the organization.

1980s

'80 Lauri Netz, BA, MA '87, Nevada, IA, retired in June 2014 after 34 year of teaching, the last 28 years of which were spent as teacher librarian for Nevada Middle School.

'81 Vicki Sprugel, BA, Marshalltown, IA, retired from the West Marshall School District after 31 years of teaching.

L'82 Joanne Shaffer, BA, MA '88, Muscatine, IA, retired in June 2014 after 33 years of teaching for the Muscatine Community Schools.

'84 Richard Coles, MA, Ripon, WI, was promoted to full professor at Ripon College. He also continues to chair the exercise science department and serve as offensive coordinator for the Ripon football team.

'84 Charisse (Brown) Gillett, BA, MA '87, Lexington, KY, is a member of the dean's advisory board for the College of Education at Northern Florida University.

'84 Timothy Johnson, BA, Highlands Ranch, CO, after 32 years has decided this will be his last year of teaching.

'85 Lisa (Andersen) Chizek, BA, MA '12, Toledo, IA, received a 2014 2015 Yager Exemplary Teaching Recognition Award. She teaches 5th and 6th grade science at North Tama Elementary School.

'85 Lisa (Andersen) Chizek, BA, MA '12, Toledo, IA, received the 2015 STEM Education Award for Inspired Teaching.

'86 Mark Hanson, MA, Ottumwa, IA, was named the 2015 Iowa Secondary Principal of the Year by the School Administrators of Iowa.

L'86 Deb Vangellow, BA, Sugar Land, TX, was inducted into the Fairport High School Athletics Hall of Fame on 9/21/2014.

'87 Staci (Hemmer) Fry, BA, MA '92, West Des Moines, IA, is the executive director of volunteer services for UnityPoint Health Des Moines.

L'88 Janelle Kimpston, BA, Waterloo, IA, received the 2015 Gold Star Awards for Outstanding Teaching.

'88 Jeff Stavnes, MA, Storm Lake, IA, is senior account manager at BLI Lighting and has been with the company 20 years.

L'89 Lisa (Martin) Martin Hansen, BA, Long Beach, CA, is president elect of the Association for Science Teacher Education.

1990s

'90 Dirk Halupnik, BA, MA '02, EdD '13, Marion, IA, was named superintendent of the Southeast Polk Community School District.

'90 Kris Huffman, BA, MA '92, Greencastle, IN, earned her 500th career win as a collegiate women's basketball coach in Dec. 2014. She is in her 22nd season as DePauw's head women's basketball coach and is the program's winningest coach.

'91 Sheri (Eich) Wanninger, BA, Carroll, IA, is a physical therapist at St. Anthony Regional Hospital in Carroll where she resides with spouse Doug, and 14 yr old Anna, 12 yr old Abby, and 10 yr old Cal.

'93 Kyle Marolf, BA, Dulles, VA, retired after 21 years of service in the US Army.

'93 Molly (McCoy) Sweeney, BA, Des Moines, IA, was named a state finalist for the Presidential Awards of Excellence, which is the nation's highest honor in math and science teaching.

'94 David Berns, MA, Cedar Falls, IA, received the 2015 Gold Star Awards for Outstanding Teaching.

'94 Barbara (Sabelka) Schwamman, BA, Cresco, IA, completed the Superintendency Endorsement Program at UNI. She is currently in her 8th year as Pk 8 principal of South Winneshiek Schools.

'95 Joy Kelly, MA, Bettendorf, IA, was selected as 2014 2015 SAI Iowa Assistant Principal of the Year. She has been associate principal at Bettendorf High School since 2003.

'97 Gary Hatfield, MA, MA '04, Cedar Rapids, IA, was named 2014 Iowa Middle Level Principal of the Year by School Administrators of Iowa. He is currently principal of Taft Middle School.

'97 Jamie (Head) Moody, BA, MA '99, Cedar Falls, IA, received the 2015 Gold Star Awards for Outstanding Teaching.

'99 Justin Bierman, BA, Cedar Rapids, IA, received the 2014 Alumni Service Award from the UNI Alumni Association.

'99 Jenny (Lambertson) Christensen, BA, Estherville, IA, is now teaching 3rd and 4th grade Title I reading for Estherville Lincoln Central School District.

L'99 Jason Lau, BA, MA '02, San Rafael, CA, was appointed executive director of personnel, programs and business operations for School of Extended and International Education at Sonoma State University. He was also recently selected to serve on the Marin and Novato YMCA Board.

2000s

'00 Stephanie Mohorne, BA, MA '04, Waterloo, IA, was recognized with the first UNI Educational Leadership Legacy Award on 6/4/2014. The award recognizes alumni of the principalship, superintendency or doctoral programs who have

demonstrated exemplary practice related to the programs' core values. Stephanie is currently principal of Lincoln Elementary.

'01 Travis Druvenga, BA, MA '12, Oelwein, IA, is associate principal and activities director at Oelwein High School.

'01 Clint Rowe, BA, Cedar Falls, IA, was named one of the Cedar Valley's 20 under 40 by the Waterloo/Cedar Falls Courier for 2014. He is currently a partner with Huff Home & Land Co.

'01 Annie (Willemssen) Vander Werff, BA, UNK '03, MA '03, Jesup, IA, was named one of the Cedar Valley's 20 under 40 by the Waterloo/Cedar Falls Courier for 2014. She is currently the director of fund development at NewAldaya Lifescapes.

'03 Chris Hoover, MA, Maquoketa, IA, was a nominee for the 2014 2015 Iowa Superintendent of the Year award sponsored by the School Administrators of Iowa.

'03 Kelli Snyder, BA, EdD '12, Dunkerton, IA, is assistant professor and director of the undergraduate athletic training program at UNI.

'05 Lyndsey (Stephenson) Buhrman, BA, Johnston, IA, is teaching 2nd grade in Perry.

'05 Kristi (Leonard) Oliphant, MA, EdD '13, Forest City, IA, was the recipient of the Waldorf College Board of Trustees' Outstanding Faculty Award for 2014.

'06 Amy (Hegenderfer) Murphy, BA, West Des Moines, IA, was named the 2014 Outstanding Educator of the Year by the Iowa World Language Association. She is currently a Spanish teacher at Fairmeadows and Western Hills.

'09 Clay Edwards, MA, EdD '12, Toledo, IA, received a 2014 Yager Exemplary Teaching Recognition Award. He teaches 6th - 8th grade math at Grundy Center Middle School.

2010s

'10 Jonell Pedescleaux, EdD, Lexington, KY, is a lecturer at the University of Kentucky.

'11 Ben Feight, BA, Mason City, IA, was named 2014 Iowa Technology & Education Connection Technology Educator of the Year. He is currently a teacher at Harding Elementary School.

'14 Priscilla Culp, MA, Waterloo, IA, received a 2015 Gold Star Award for Outstanding Teaching.

'14 Brett Delaney, MA, Ankeny, IA, was named the 2015 Middle School Physical Education Teacher of the Year by the Iowa association for Health, Physical Education, Recreation, and Dance.

EDUCATE • SERVE • LEAD

The College of Education focuses on educating, serving and leading in order to lead the state and the nation as the premier institution for pre-professionals. The following data provides insight into trends within the college and forms a foundation for future planning.

15:1

Faculty to student ratio

599

Student Teachers in Fall 2013

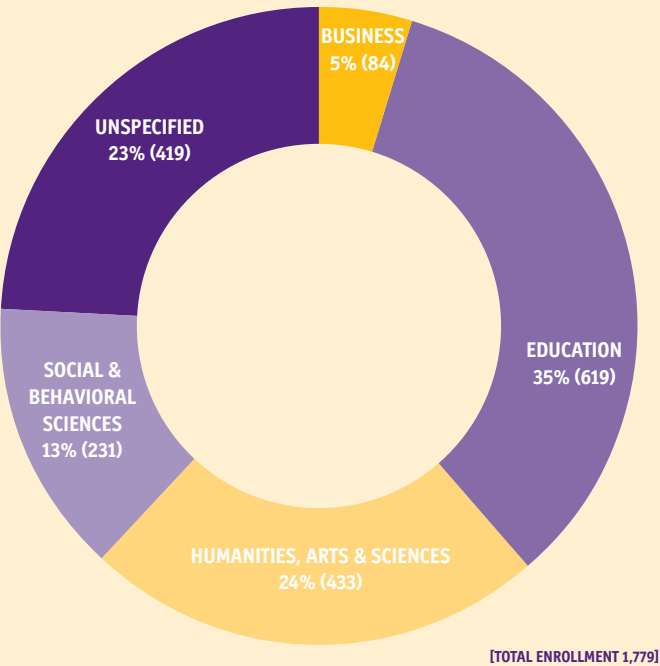
51

Principals Endorsed by COE Fall 2013

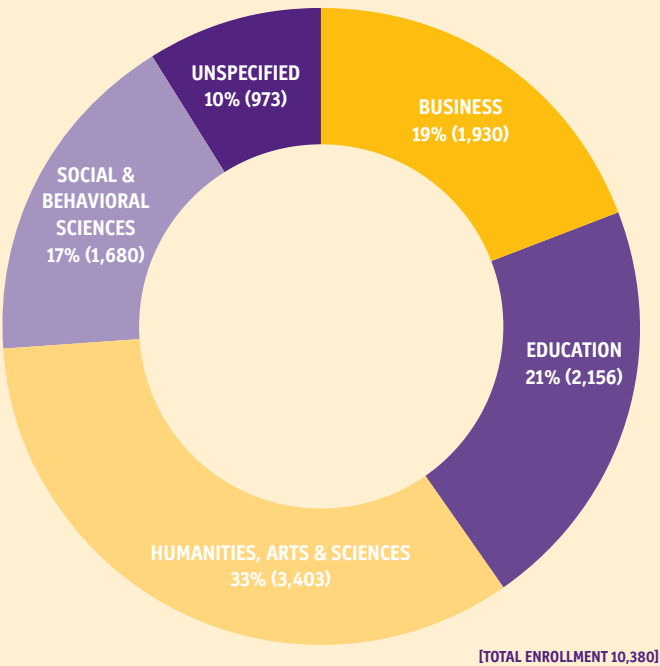
12

Superintendents Endorsed by COE Fall 2013

FALL 2013 UNI GRADUATE ENROLLMENT BY COLLEGE



FALL 2013 UNI UNDERGRAD ENROLLMENT BY COLLEGE



PLACEMENT RATE FOR COE GRADS

Employed	94%
Graduate School	3%
Seeking	3%

FUNDS RAISED

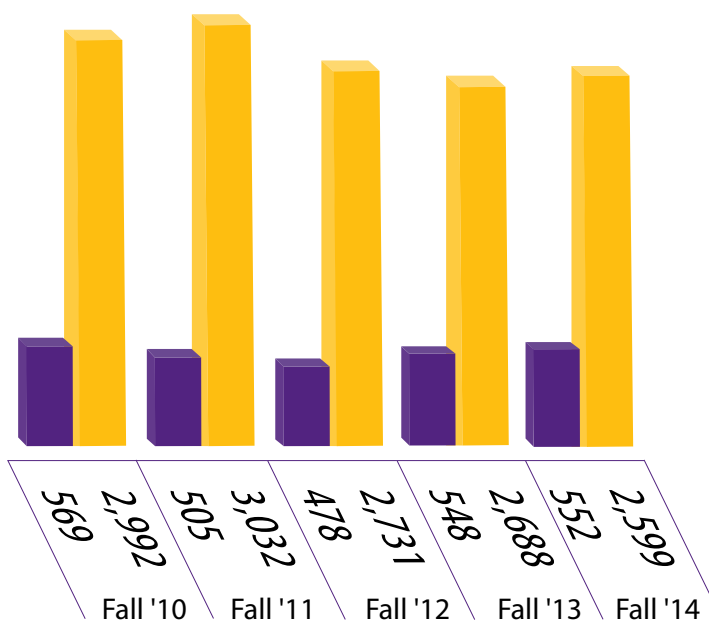
Funds Raised for COE	\$1,536,693.25
Individual Donors	\$495,134.44
Corporations/Other	\$243,167.81
Planned Gifts	\$798,391.00

FACULTY

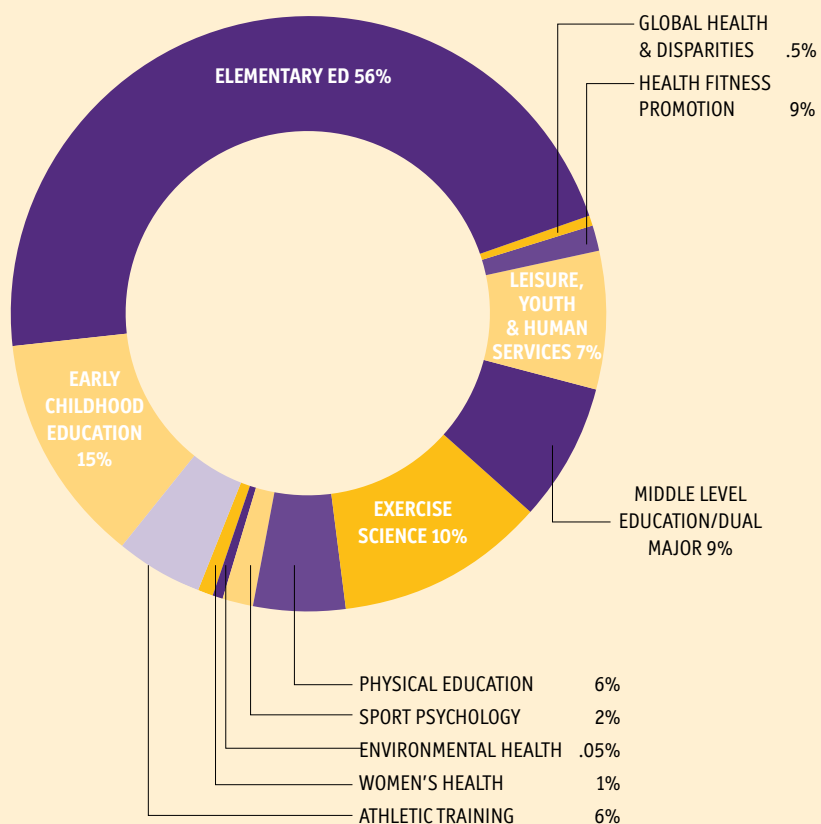
Number of current COE faculty	184
Full Professor	30
Assistant Professor	33
Associate Professor	39
Instructor	80

COE ENROLLMENT FOR THE LAST 5 YEARS

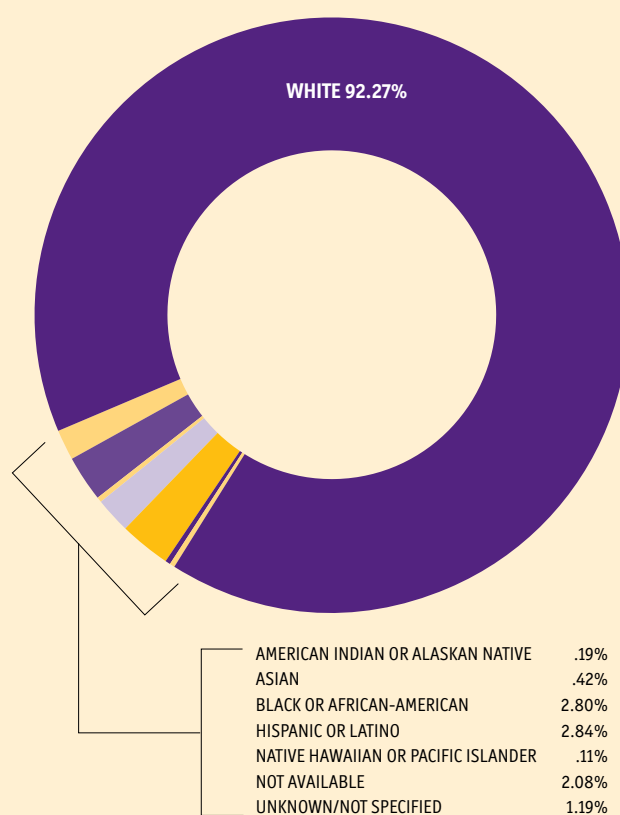
UNDERGRADUATE DEGREES ■
GRADUATE DEGREES ■



FALL 2013 COE UNDERGRAD ENROLLMENT



FALL 2012 COE STUDENT ETHNICITY



3.30

Average GPA for students entering
Teacher Ed program

23

Average ACT composite for students
entering Teacher Ed program

3.45

Average GPA for students graduating
from Teacher Ed program



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ERIK ANDERSON

RECIPIENT OF UNI'S EDUCATIONAL
LEADERSHIP LEGACY AWARD

Erik Anderson, principal of Cedar Rapids Prairie High School, was the 2015 winner of the University of Northern Iowa's Educational Leadership Legacy Award. The award is given annually to a UNI alumnus or alumna who has demonstrated educational leadership core values.

Anderson was nominated by CRPHS staff and students for his exemplary leadership in learning, promotion of positive change and having a focused vision for a better future for the high school. According to students, Anderson has "saved Prairie High School by turning it from a school without school spirit and without

positivity, to a school that shines with energy and pride. Mr. Anderson did this the moment he stood up in front of 1,000 students and inspired us all with only three sentences, 'Take care of yourself. Take care of each other. Take care of Prairie.'"

At the start of his principalship, Anderson began an initiative called Our Kids, which is a celebration of the staff and their strengths. Our Kids was a "cultural shift of believing that all of our kids could learn at high levels, and that we could do amazing things to support this learning," said CRPHS teachers.

Anderson is a two-time graduate of UNI and has worked at CRPHS since 2000. He started off as a math teacher and department head, served as the assistant football coach for several years, and become the associate principal and is currently the principal.

Nominations for the Educational Leadership Legacy Award are submitted by school board members, community members, teachers, students and other staff who know of a UNI alum of the principalship, superintendency or doctoral programs.